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ABSTRACT

This reference guide for evaluation of school lunch training is a revision of a United States Department of Agriculture guide that was published in 1961. The guide is designed to help school administrators evaluate the training acquired by school lunch program personnel that is provided in training sessions for these persons. The booklet contains four chapters. Chapter 1 provides a rationale for evaluating school lunch training. It defines evaluation, shows why to evaluate, and identifies steps necessary in developing an evaluation program. In chapter 2, what evaluation includes is explained, with definitions of what to evaluate, guidelines on when to evaluate, and insights on how to select instruments for evaluation participants. The explanation of what evaluation includes is continued in chapter 3, which focuses on evaluating the training program. The chapter clarifies the importance of evaluating training programs, identifies factors to consider in preplanning training programs, and establishes criteria that should be considered in planning and evaluating training. The final chapter explains how to interpret and use the evaluation findings. The guide also contains a glossary, sample forms to use in evaluation, and a bibliography. (KC)

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Reference Guide For Evaluation of School Lunch Training

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FOREWORD

This reference guide for evaluation of school lunch training first appeared in 1961. The content was developed by a committee of school food and nutrition leaders in the Southeast. The project was sponsored by the United States Department of Agriculture.

Training is the key to improving school food service for boys and girls. Training improves efficiency of management, nutritive value of school meals and relations between people. Training programs need specifically designed evaluation programs. The reference guide was written to fill that need.

The lessons taught in the guide are still useful. After years of concerted effort in training, it may be helpful to compare present methods to these recognized standards. This comparison will help us redirect our efforts—where necessary—toward further improvements in school food service. The best nutrition program possible will thus be extended to all children.

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Chapter I

Why Evaluate Training?

Since the National School Lunch Act was passed in 1946, goals have been directed toward expanding and improving school food and nutrition programs for children. One method of achieving these goals has been a concerted effort in the area of school food training.

Training activities — conceived as an integral part of the total supervisory program — have been conducted in various ways, by many people, at different times of the year and have covered a wide range of subject matter. School food leaders are devoting considerable time, energy and money to school food training. Through training programs, an attempt has been made to improve the quality of school food programs by bringing about changes in what people do and changes in their knowledge, interest, attitude and understanding. With increased emphasis upon training school food personnel, it is only natural that school administrators and school food officials should study the effectiveness of such programs. Are the participants incorporating new ideas and improved procedures into their school food operations? Are the best teaching methods used?

Careful evaluation of school food training programs will provide answers. How to evaluate? What to evaluate? Where and when to evaluate? Why evaluate? This chapter will define evaluation, show why to evaluate and identify steps necessary in developing an evaluation program.

What is evaluation?

Evaluation is derived from the Latin word *valore*, which means strength of. From it comes the word *value*. According to Webster, to evaluate means to appraise or to ascertain the value of something.

The terms evaluation and measurement have been used interchangeably. There is a difference, however, which should be recognized early by the person planning an evaluation program. Measurement is the act of ascertaining the extent or quantity of something.^{17*} Evaluation is taking the results of measurement and comparing it against a standard to see if it is good, bad or indifferent. From these definitions it becomes immediately apparent that evaluation is broader than measurement. All evaluation includes measurement, but all measurement is not evaluation. An example of measurement in school food would be a mathematical calculation of what is in a lunch. Determining whether the lunch met the requirements of the pattern is evaluation. Evaluation should also involve using the results to improve the next lunch.

*Number notations refer to Bibliography.

Why evaluate training?

Through evaluation, one can determine not only whether changes are occurring in people but also the degree to which these changes are taking place. Evaluation provides a useful check over specified periods of the effectiveness of training programs with regard to teachers, students and techniques. Effective evaluation of training provides direction. One must remember that evaluation is not an end itself but a means to an end.

Many reasons for evaluation may be cited. Speaking generally, however, there are five basic purposes.

- Checking progress in a given activity or job
- Determining if goals have been achieved
- Learning the effectiveness of particular methods or techniques
- Obtaining information for dissemination to the public
- Observing results that produce job satisfaction and build job morale

Steps in developing an evaluation program

Six steps taken in the following order provide the necessary framework around which to build a specific evaluation program. Evaluation, to be effective, must be reliable and objective.

Step 1—Decide what to evaluate.

Evaluate the teaching staff or instructional methods.

or

Discover how much the students have learned.

or

Check on the application of new techniques in the school food department on a before and after basis.

Do **not** evaluate the school food training program.

Step 2—Formulate the objectives of the evaluation.

Objectives are equally as important to the evaluation process as to the instructional process.³¹ Objectives should reveal purpose, aims and goals of the program. Two basic considerations must be kept in mind.

A reasonably complete list of objectives should be prepared.

Objectives should be stated in clear and precise language so they can later serve as guides in drafting specific questions for evaluation.

The formulation of objectives is a necessary requirement during the initial planning stages.

Step 3—Determine what evidence of success or failure to look for.

Although evidence will vary with each program and its objectives, one should determine in advance

- whether the acquisition of skill, attitudes, knowledge or understanding are to be measured;
- what criteria for success or failure are measurable and, therefore, usable.

Step 4—Decide from whom these evidences are to come.

All the people who attend a training program constitute the source of evidence. When the training program is relatively small in size, each participant could be polled individually; however, a sample of the group may have to be taken where large numbers comprise the source. Sampling means selecting from the whole group concerned a small number from which an estimate can be made for all. Sampling, however, reduces to a certain extent the reliability and accuracy of data; therefore, care should be taken to insure that the sample possesses characteristics of the total group involved. Avoid sampling, if possible, whenever and wherever the source is small.

Step 5—Collect evidence of evaluation.

A variety of techniques for collection evidence are available. Use the right tool to get the job done.

Questionnaires are the most common devices of measurement. They must be administered properly and at the appropriate time. Questions

- may be oral or written;
- must relate directly to the objectives;
- should be varied in style by
 - checking of a box
 - writing short answer
 - writing detailed comments
 - selecting from true-false, multiple choice and/or matching answers.

Some other methods of collecting evidence are

- documentary material
- observation
- self-evaluation
- content tests
- unsigned surveys

Step 6—Know how to analyze, use and report the information once it has been gathered.

This requires assembling, studying the results and analyzing results with respect to the stated objectives. Were the objectives accomplished? If not, why? Use the results to determine areas of strength and weakness.

Why evaluate training?

Because effective evaluation is a tool for improving the quality of school food programs for boys and girls.

Chapter II

What Evaluation Includes

Evaluating the participant

Evaluation, to be effective, must encompass the entire growth cycle of the participant in any given program or a particular activity within the program. Evaluation must be reliable, objective, continuous and comprehensive. An effective evaluation program includes evaluating the participant before, during and after the training program to determine if the objectives are accomplished, and evaluating the teacher planning to determine the effectiveness of instruction, preplanning and presentation in accomplishing the goals. This chapter will define what to evaluate, when to evaluate and how to select instruments for evaluating participants.

Evaluate changes in the participant

Education means growth and change. To determine the effectiveness of any school food training program, the evaluator must find out if changes have occurred in the participant's behavior as a result of the educational activity (training).

The evaluator is interested in three kinds of behavioral changes. The kind of behavioral changes observed should be directly related to the objectives for the training program.

- Attitudes
- Knowledge
- Skills

There is considerable overlap in the behavioral changes that take place as a result of education.

Evaluate before, during and after

BEFORE

Evaluation of the participant to determine changes in behavior must be made before, during and after a training program. Some change is often immediately apparent. Follow-up investigation is usually necessary in determining whether more extensive behavioral change occurred.

The participant is evaluated before or at the beginning of a training session to

- establish a bench mark or base line for future measurements to determine progress;
- provide the teacher with felt needs of students.

The ABCs of evaluating before

A. Establish a bench mark. Before the evaluator is in a position to determine changes taking place as a result of the educational activity, he or she must know where the participant was at the beginning of the training session. In other words, a bench mark must be established.

Educational programs for adults, as well as children, should be based on the needs of the student and the program.²⁰ The instructor has a responsibility to base training programs on information that will improve school food programs. Evaluation before the training program gives the instructor a clue to the students' educational level, skills and specific needs.

B. The participant is evaluated before the training program for

- Knowledge and understanding
- Attitude
- Skills and habits

C. Some techniques used for evaluating before include

Content tests—Content tests are given at the beginning of a training session to measure knowledge of the subject to be covered (Appendix, Form 7).

Felt need questionnaires—Questionnaires are sent to the participants prior to or given early in the training program to determine felt needs. Through this questionnaire the instructor learns more about the students and is in a better position to plan a program that meets their needs (Appendix, Form 3).

Menus, market orders or other reports submitted to the planner—Because the planner and the evaluator are frequently and most effectively the same person, the everyday reports carefully studied provide clues to needs and also help to establish bench marks.

Attitude scale—Determining the participant's attitude toward training before the training program is an important factor in a successful training program. The attitude scale is used to show how people feel toward things, whether they are for or against certain problems, which affects their ability to learn (Appendix, Form 1).

Case studies and other projective techniques (Appendix, Form 2).

Information systematically gathered and recorded about the participant prior to training enables the instructor to relate training to needs.

DURING

The participant is evaluated during the training program and session to

- determine progress made in any given area.
- determine effectiveness of a specific activity.
- provide teacher with information on student's reaction to material.

The ABCs of evaluating *during*

A. Why? A basic concept in evaluation is the need for evaluating parts as well as wholes. Each session in a training program is included for a specific purpose. Evaluation of the participant during any specific session should reveal certain information concerning the effectiveness of specific activities and also guide the teacher in conducting the remaining portion of the program more meaningfully.

Another phase of evaluation during a training program is the evaluation built into a unit of instruction. The teacher devises techniques for determining if the students are being reached, if they understand the terminology, and attitudes and interests as the class progresses.

B. The participant is evaluated during the meeting for

Techniques used

Knowledge and understanding

Content tests—Two forms of a content test may be developed and administered during a single training session to measure the amount of knowledge and understanding acquired in a particular session. These generally are referred to as Form A and Form B (Appendix, Form 7).

Attitude

Discussion

Interview (Appendix, Form 8)

Skills and habits

Performance rating—Skill testing is done by performance. This may be done by watching the person do the job, role playing or any performance activity which may be observed by the evaluator. Observations should be recorded by a standard check sheet.

C. The participant is evaluated at the close of the meeting for

Techniques used

Knowledge and understanding

May use Form B of content test.

Attitude

Attitude scales administered at the close of the training program reveal attitude at that particular time. To have a valid measure of changes in attitude due to the program, the test should be given at the beginning and at the end of the training program.

End of meeting reaction (Appendix, Form 5).

Scalogram or Semantic Differential—set of positive, pertinent statements to be checked by the participant according to the degree of agreement (Appendix, Form 4).

Skills and habits

Performance rating.

AFTER

The participant is evaluated after the training program to

- determine the extent of adoption of changes in attitudes, skills and knowledge due to training.
- help the instructor appraise the mechanics of the training and method of presentation.

The ABCs of evaluating after

A. Why evaluate after? The proof of the pudding is in the eating, and the proof of the effectiveness of the training program is in the changed behavior of the school food employee on the job.

B. After evaluation includes measuring for changes in

- *Knowledge and understanding*
- *Attitudes*
- *Interests*
- *Appreciation*
- *Skills and habits*

C. Where possible, it is desirable for the instructor to evaluate after.

The most effective evaluation after a training program is a personal visit to a school.

Administrative Review—A trained observer and interviewer may ask questions and record information concerning the activities of the participant on the job in relation to the objectives of the training program. Administrative reviews may be used to evaluate changes in understanding and knowledge and also to record performance of school food employees.

Sanitation Check List (Appendix, Form 6)

Interview Form (Appendix, Form 8)

Observation Guides

Stimulus Picture (Appendix, Form 2)

Questionnaires and Surveys—If it is impossible to visit each participant, brief written questionnaires and surveys may be used. These may be sent to every participant if the group is not too large or to a random sampling of the group where the group is very large. Unless a high percentage is returned for study, it would not be an adequate method of evaluation.

The purpose of the evaluation is to find out how the student feels, what he or she knows, and what he or she does. In order to do this, the evaluation instrument must be tailor-made for a specific objective of the training program. Some of the instruments that may be used to measure progress toward educational objectives (21) are shown on the following page.

Selecting the instrument for evaluating the participant

Where a specific portion of the training program is being evaluated, only those participants taking part in that particular activity should be sent questionnaires. Training is not complete without evaluation, and improper evaluation is not a measure of the training being done.

We Measure	Why	How	Comments
Changes in Intellectual Abilities Knowledge	It is important to know whether a person knows information and the level of information.	Content tests 1. subjective 2. objective Administrative review	We cannot equate understanding with knowledge. The aim is to develop understanding. It is necessary to extend questions in order to learn if this knowledge is comprehended and applied.
Changes in Understanding	It is important to know if a person understands or can apply acquired knowledge of principles. Comprehension can usually be inferred from what the respondent says or does. Can the person apply basic principles taught when presented with a new situation? The situation must be natural and familiar enough that the person can see the similarity to former situations.	Content tests Administrative review Records & Reports 1. menus 2. work schedules 3. financial records	There are various levels of understanding. Trying to measure at too high or too low a level will not produce desired results.
Changes in Skills Skill	There are two reasons for measuring skills: (1) to find out if the people have acquired a skill that has been taught, and (2) to find out how many skills have been attained. Skills important for the school lunch worker are listed, criteria are set for measuring the skills, and some devices prepared for use.	Planned performance rating, rating scale; score cards; planned observations of overt behavior, records and reports; administrative review; recognition by administrator.	Number of items on a score card or rating device should be limited. Descriptions should accompany each quality mentioned.
Changes in Attitude Attitude	These are used to show how people feel toward things; whether they are for or against certain questions or problems.	End of meeting reactions Attitude scale Projective techniques Stimulus picture	Student must feel secure in the climate before expressing true feelings.
Changes Result in Adoption of Practices	The adoption of a recommended practice is frequently used as evidence that the worker has changed behavior and acquired new knowledge, skill or understanding.	Written questions Observation guides Interviews Administrative review	A practice adopted is also evidence of knowledge acquired and attitude changed.

Note: Adapted from Division of Extension Research and Training, "Evaluation in Extension," Topeka, Kansas: H.M. Ives and Sons, Inc., 1959

Chapter III

What Evaluation Includes

Evaluating the training program

This chapter will clarify the importance of evaluating training programs, identify factors to consider in preplanning training programs, establish criteria for factors which should be considered in planning and evaluating training.

Evaluate teacher planning

Evaluating the participant to determine whether behavioral changes have occurred as a result of training causes the instructor to examine planning, preparation and presentation. Evaluation is an integral part of teaching and learning. Evaluation may be described as being circular.

Changes in the participant's behavior are directly related to the quality of training programs. The trite but true statement, "When the learner hasn't learned, the teacher hasn't taught," places the responsibility for learning directly on the instructor's shoulders.

Evaluation of teacher planning is concerned primarily with preplanning to assure the application of the principles of learning to the teaching situation. Preplanning demands attention to all areas and phases of the training program from the subject matter presented to the promptness of adjournment.

Self-evaluation, either by student or teacher, is most valuable. A willingness to look at oneself objectively is considered a good sign for program improvement.

Factors in preplanning

Evaluation of a training program should include the same factors considered in preplanning. What are these factors? What are the standards or criteria that should be considered in preplanning and evaluating training programs?

Factors which should be considered in preplanning a training program are goals, time, location, program, financing, encouraging a climate for learning, grouping, attendance and participation, staff, techniques and devices, leadership and evaluation. The criteria to be considered in evaluating preplanning of training programs outlined on the following pages should be an aid in preplanning and evaluating the training program.

The Teacher's Checklist (Appendix, Form 9) based on these factors may be

used to evaluate preplanning to see which criteria were met and which were not met. This would point to areas of strength and weakness in the program and could be used as a guide for improving subsequent programs.

Criteria for evaluating preplanning

Preliminary planning for a training program is vital to the success of the program. If there is not time to plan the program carefully, then there is not time to have the training program. For additional aid in preliminary planning, see the Teacher's Checklist.

GOALS

The first step in planning a training program is the development of achievable goals. The goals for the training program should be

- clear and concise (35),
- the beginning of common expectations for the training program,
- considered in conjunction with plans for evaluation, not separate and apart from evaluation.

TIME

Meetings are scheduled at a time which allows for maximum attendance (23, 1, 25).

- During
 - evening classes
 - afternoons or on Saturdays
 - during regular scheduled educational meetings of the total system
 - an intern program during the regular school day (23,26)
- During the summer
 - postplanning week
 - preplanning week
 - any convenient time

Time of meeting is conducive to good learning climate (23, 1, 25).

There is adequate time for program or courses planned (23, 1, 25).

LOCATION

It should be decided whether it is to be a live in or drive in program (15).

The building should offer adequate facilities for instructional and limited social activities.

Dining and housing should be provided if any are living in.

Cooperation from the administrator of the building is a help during the time the program is taking place.

Maximum attendance should be possible (10, 23, 42).

Adequate equipment should be available (23, 33, 42).

PROGRAM

The program itself is the heart of the training period and should be developed cooperatively by all who are involved. Early planning should include these factors.

- Relating the goals of the program to the needs of the learner.
- Scheduling which allows time for study, class, association with friends and personal living, but does not tire participants.
- Tentative listing of techniques to be used in teaching (9) according to subject, teacher, time and space restrictions. Though much of this detail is left to the teacher, coordination of the total program should guarantee as large a variety in techniques and devices as possible. It is desirable for the teacher to submit a plan of work to the director for the course to be taught, and all plans coordinated.
- An analysis of proposed grouping of participants (9).
- Ideas for useful involvement of participants (9).
- The appointment of necessary committees (15), both for the smooth operation of the training program and for development of leadership traits.
- A schedule for preparing and ordering devices and contacting program participants.
- The cooperative development of a curriculum to provide
 - for needs of personnel (immediate and long range) (17, 23, 24, 25, 30, 37);
 - desirable sequence of courses and activities (6, 19, 23, 25, 30, 37);
 - necessary overlap without undesirable repetition (17, 23, 25, 30, 37).

FINANCING

Sources of income

- School administrators provide funds for pre-service and in-service training from
 - general school fund,
 - food service income (23).
- Federal funds
 - Director of vocational education and supervisor of industrial education should cooperatively plan with school food and nutrition personnel to pay salary of instructor (23) and provide teaching aids.

- School food personnel
pay portion of cost,
pay cost of receiving college credit (37).
- State and other agencies

Consideration should be given to the relative costs and effectiveness of the various ways to train school food personnel.

Training program budget should provide for
secretarial and administrative services,
visual aids,
expenses for resource people.

ENCOURAGING A CLIMATE FOR LEARNING

Physical Facilities (16)

- Furniture is
movable
adult size
flexible
- There is cheerful lighting strong enough for distance or close work.
- There are interesting decorations and appropriate displays on bulletin boards or other areas.
- There are adequate facilities for the use of any teaching techniques desired.
- Arrangements are made for good ventilation and heating.
- There are good acoustics making hearing possible in any section of the room.
- Facilities are available for serving refreshments.
- The storage facilities eliminate a temporary atmosphere.

Psychological Factors

The teacher

- Shows a genuine interest in the students and an enthusiasm for their welfare.
- Has the ability to identify and accept the varying backgrounds of adult students.

- Is sympathetic to the learning difficulties of students.
- Makes wise and judicious use of students' time.
- Has a thorough knowledge of the subject taught.
- Follows-up immediately on absences.
- Respects students as adults and at the same time is able to present relatively simple material.
- Recognizes that adult students have differing goals in training.
- Assumes the need for some reteaching.
- Provides opportunity for the student to evaluate his or her own progress.*
- Does not require students to take a stand of any sort (35).
- Plays down status distinctions among members and between leaders and members.
- Assumes that all members of the group have a part to play in defining the aims of training (9).
- Incorporates planned procedures for making participation easy for every member (9).
- Knows how to establish a climate for learning and accepts this as a responsibility (32).
- Keeps spirits high and encourages ease, informality and good humor while at the same time keeping discussion centered on the task at hand (32).
- Fosters friendly disagreement if it occurs, knowing that differences of opinion are good if the group tries to discuss them objectively and tries to reach as much agreement as possible (32).
- Relates learning to the individual student and offers materials for learning which have meaning for the learner.
- Helps participants understand the why of learning.

* The first 10 items are adapted from *Study Guide for Evaluation of Adult Schools*, prepared in cooperation with Los Angeles City and County Administrators Association and the California State Department of Education, Bureau of Adult Education.

The training program

- Offers a cordial reception by legible name tags, pre-program get-acquainted sessions, utilization of first meal as a period of developing good spirit and conference unity, setting the conference tone during the first session (32).
- Follows a schedule that provides for and encourages informal discussion, interviews with resource persons, conversation with participants and group conversation (32).

GROUPING

Grouping within the training program for maximum learning (6, 20, 24) is determined by

background needs and interests (23, 33, 24),
job classification,
employment in secondary vs. elementary school,
education and experience levels.

Grouping according to planned progressive courses of study to provide comprehensive, coordinated training without repetition.

ATTENDANCE AND PARTICIPATION

Attendance should be encouraged by school administrators. Attendance at training programs may be in terms of need for

Recognition (23, 28, 24)
Promotion (23)
Pay increments
Skill improvement
Job satisfaction

Planning for participation should include

Invitation list (35)
Method of invitation (35)
Means for acquiring such background information on participation as information they already know (see Appendix for sample tests and instructions for aid in constructing tests) (15),
interests (15),
needs (15),
type of job (9)

Provision for a common frame of reference in spite of individual differences

Recruitment, if necessary (15). Keep in mind that not all who need training

are interested in obtaining it, and that training should be offered to potential employees as well as to those already employed.

The kind of publicity which recruits people who previously have declined training, and which at the same time lends prestige to the school food and nutrition program.

STAFF

Qualified staff has

- knowledge of subject matter (17, 23, 33),
- experience in school food and nutrition,
- wholesome philosophy of total school program (17, 22, 33),
- ability to communicate effectively (12, 33, 42),
- skill in teaching,
- educational level on a par with other teachers in the instructional program,
- ability to work with people.

Staff members should be assisted by resource people brought in for specific purposes.

TECHNIQUES AND DEVICES USED IN TEACHING ADULTS

Techniques and devices (18-26) should be selected for a specific purpose in order to facilitate learning.

Lecture

Oral presentation by an expert presents factual material in a direct and logical manner. Although efficient and easy to organize, it allows for no audience participation.

Panel

Often misused. Two to five people carry on an orderly conversation before the group. Differences of opinion enhance this technique. The key to success lies in a capable moderator who also makes a thorough summary.

Case Studies

An analysis or history of a person or problem is written and distributed. Principles that the teacher wishes to present are drawn from the group through discussion. Case studies must be realistic and must deal with problems or situations familiar to participants.

The Forum

An assemblage where everyone has a chance to voice an opinion. The forum is usually used to facilitate orderly discussion after the topic has been introduced by a speaker, panel, film or some other technique. The moderator keeps the discussion moving and summarizes as necessary.

The Symposium

A series of prepared speeches given by two to five experts on as many aspects of a problem as there are speakers. Note difference between a panel and a symposium. Discussion periods may follow each presentation or the last.

The Buzz Session

A technique for involving every member of a large audience directly in the discussion process. The audience is divided into small groups (five to seven members) for a limited time (five to seven minutes) for discussion to which each member contributes ideas. The technique can be over used.

The Skit

A short, rehearsed, dramatic presentation involving two or more persons. It is usually acted from a prepared script and dramatizes an incident illustrating a problem or situation. It awakens lively interest and stimulates discussion.

Role Playing

Participants act out a real-life situation. There is no script, no set dialogue, and they make up their parts as they go along. It is used in exploring solutions to an emotion-charged problem.

Group Discussion

A group of persons (six to 20) meet together to discuss informally a topic of mutual concern. Basically democratic, it should foster and develop self-confidence and help people to understand common problems. It should be used only when there is sufficient background of information. The leader should encourage interaction, not participate actively in the discussion.

Committee

Trains potential leaders, provides arena for those who are interested and who can use their talents for the good of all. It gets work done that could not be accomplished efficiently by a large group. To be successful, ample time must be allowed for the committee to work, and capable people must be on the committee.

Workshop

All training programs are not workshops. A workshop is a very loosely constructed program characterized by high participation. Usually a group works on a project of interest to the group. Participants look up their own material (good library facilities are essential), plan to use resource people, and decide on their own programs of action and schedules. Few programs under two weeks can use this technique as it takes time for a group to jell. Instructors and some participants may be frustrated by the way the group decides to function.

Demonstration

Helps people visualize a process which may be difficult to understand completely by description alone. Demonstrations are effective only for small groups. Professional demonstrators can be used. The cost in materials and preparation may be high. Avoid commercialism.

Short demonstrations by managers develop leadership and are less involved than professional demonstrations. There is also a good psychological effect in having one of the group demonstrate a skill. A commercial demonstration is likely to be a more finished production.

Individual Instruction

Staff may be scheduled for individual conferences. A participant may wish to work on a project and then report to the group. This provides recognition and can also reinforce the instructor's presentation.

Field Trip

An opportunity for on-site observation or inspection of techniques, equipment or materials. Controlling participants and site activities is sometimes difficult. Large groups must be divided into smaller units. Field trips, though useful, are not always worth the time and extensive planning involved.*

Laboratory

After the theory of a procedure is presented, it is tested in practice through experiment. This technique is commonly used in teaching quantity food preparation, record keeping and equipment operation and maintenance. People learn by doing—under controlled conditions. In quantity food preparation and service, conditions are not always easy to control. Use of the technique is also handicapped by the small number that can work as a class unit. The advantage lies in its similarity to the job situation, making the lesson significant.

DEVICES**Chalkboard**

Be sure it is clean and can be easily seen.

Magnetic and flannel boards

Make your own or buy both the board and cutouts. Cutouts can be paper, styrofoam, sponge rubber, napped rubber sheeting, foam plastic, darning yarn and the like.

Bulletin Boards

Many school food training programs are held in schools or other buildings which have bulletin boards. Use them for

- showing how to use the bulletin board
- telling a story

Peg and cork boards provide flexible means of display.

Exhibits, Displays

Real objects appeal to all five senses. They are familiar to the audience and therefore do not detract as gadgets often do. They are readily available. Wax or plastic models can also be used.

Pie charts, Bar charts

Movable charts can be used for many purposes. Use colors for differentiation. Flip charts used with small groups are effective in guiding discussion.

Newsprint pads

You can draw or trace lightly beforehand and look like a gifted artist before your group. Use colored chalk, marking crayons or felt-tip pens. Visibility will be even better than with green chalkboard and yellow chalk.

Movies, Filmstrips and Slides

Some form of projection is needed for groups of more than 100 people. Even the best lit charts and models are difficult for large audiences to see. Movies, filmstrips and slides must only be shown for a definite purpose. They must also be previewed. Slides are easy to make and may be reused for different purposes. Always employ professional advice in the preparation of slides.

Tape recordings and phonograph records

Commentaries accompanying slides and filmstrips are frequently handled this way. A tape will enable you to stop the commentary at any point to allow for group discussion. Using a tape gives you the advantage of a trained voice doing the commentary. You could tape your own program presentation for later playback and discussion.

Overhead Projectors

Make your own acetate overlays with wax crayons and colored ink. The projectors may also be used for showing colonies of bacteria on an agar plate or for showing any transparency. You can draw on the overlay while facing your audience.

Opaque Projectors

Used printed pages, photographs, anything which you want the entire group to see but find passing around too distracting. The page is enlarged, therefore easy for all to see.

Photographs, Pictures

Cut from magazines or saved from the back of commercial recipes, these pictures may illustrate principles of good food preparation, foodhandling and service, garnishing or color combinations. They may be displayed or

used in individual or small group conferences.

Practical Exercises

Provide a worksheet for each participant. This encourages a more active participation, helps learner identify problems and helps instructor summarize.

Textbooks, Bulletins

These excellent resource materials pave the way for common understanding leading to good group discussion. Do not be afraid to give assignments. They can increase the amount of material you cover and flatter the ego of the student. The materials must be gauged to the needs and abilities of the students.

Television

Do not overlook this means of communication. Closed circuit TV is available in many places. Educational TV has reached many communities. Check on what you have available.

LEADERSHIP

Education in general develops leadership. One of the outcomes of school food training should be increased ability of the school food employees to put into practice what is learned.

School food personnel are helped to develop leadership by

- being given an opportunity to participate in program planning,
- sharing responsibility for program arrangements,
- participating actively in program presentation,
- being motivated to accept responsibility for teaching fellow staff members,
- being motivated to accept responsibility for interpreting the school food and nutrition program.

EVALUATION OF THE TRAINING PROGRAM

Evaluation indicates status in learning as determined by changes in behavior of individuals (24, 33, 42).

Evaluation techniques are

- tools for providing areas of experience for future programs (17, 33, 42).
- essential for obtaining evidence appropriate to the kinds of information being measured (17, 33, 42).
- constantly examined to determine if objectives of the program have been instrumental in attaining the desired results (33, 42), are valid and reliable, and have maximum objectivity (17, 33, 34).

Chapter IV

How to Use the Findings

The key that opens the door to improving school food training through evaluation is "Using the Findings." Before the school food supervisor can make use of the findings, it is necessary to know what they mean. Findings can only be interpreted in light of program objectives. As stated in Chapter I, objectives are equally as valuable to the evaluation process as to the instructional process.

Interpreting Evaluation Findings

After the evaluation, the supervisor takes a look at the data and asks, "What does this information mean? What are the meanings of these answers?"

In the interpretation of findings, keep in mind that

- evaluator must be objective.
- persons being evaluated should be operating on the same level if comparisons are to be made.

Using the Findings

The purpose of evaluation is to find direction for program improvement or one of the other reasons identified in Chapter I.

Evaluation findings must be used if evaluation is to be worthwhile. After the answers are interpreted, make a plan to use the findings.

- Consider the activities and methods used in obtaining program objectives.
- Analyze the results of program (activity, etc.) to see reasons for success and failure.
- Plan ways of applying results to similar situations.
- During evaluation, tentative or progress reports on usable information may give opportunity to direct work on findings and applications. This should be done while interest is keen.
- Use as a
reference for explaining evaluation,
plan to follow up activities,
suggestion for future evaluations.

- Use findings from evaluation (30)
 - as a basis for program planning and method plans,
 - in talks and discussions to groups interested in value of training,
 - to tell the story in the local paper,
 - to tell the story in professional magazines,
 - by incorporating in annual reports,
 - for historical record,
 - by sending copy to superintendents and to people in colleges who are interested in training.

Who Will Use?

Results of evaluation will be used only by the persons involved in the situation. Adequate means of involvement must be devised if knowledge is to be used to fullest advantage.

Results must be made known to the potential users.

Share information gained from evaluation where it might be used to advantage. Secure assistance in implementing action suggested by evaluation.

Evaluation

Evaluation of school food and nutrition training is a necessary tool for improving effectiveness of the training. An effective evaluation program must include the six steps outlined in Chapter I taken in the proper sequence.

Evaluation must be continuous throughout the training program. Every experience provided for the participant should be evaluated in light of the objectives for that specific experience.

Evaluation must be comprehensive. The training program instructor must evaluate changes in the participant resulting from the training as well as the program to determine its effectiveness.

Evaluation is not complete, however, nor can it be effective, unless the findings are used to improve future training programs, which will in turn improve school food and nutrition programs for boys and girls.

Appendix

Glossary

"All training is teaching but all teaching is not training."

Adoption—evidence that the employee has changed behavior and acquired new knowledge, skill and understanding.

Attitude Scale—an instrument to show how people feel toward things, whether they are for or against certain social issues or problems.

Benchmark—point, level or phase where the learners are before the plan for changing behavior goes into action.

Climate (for learning)—a physical atmosphere or a psychological mindset which encourages learning.

Course—a planned sequence of learning experiences.

Device—a process which enhances the teaching power of a technique.
Examples: chalkboard, textbooks, pictures.

Evaluation—constitutes the making of some observations or collecting of information, then the application of standards or criteria to the observations, and finally the formation of some judgment, the drawing of conclusions or the making of some decision.

Form A and B of a test—tests covering the same content material but arranged or stated in ways which make one different from the other.

Goal—the target toward which an action program is oriented. Goals may be the longterm or immediate, general or specific.

Grouping—dividing participants in a way which provides common bases for learning.

Measurement—the act or process of ascertaining the extent, dimensions, quantity, etc., of something.

Skill or performance ratings—instruments used to grade a skill being performed or the resulting product. They may show the amount of skill the school food employee has or to what degree skills have been acquired.

Teach—to impart knowledge; to make aware by information, experience and the like.

Technique—a relationship between learner and material being presented.

It is a process which, in one circumstance or another, proves useful in furthering learning. Examples: lecture, panel, role-playing.

Train—to educate; to teach so as to be qualified for the job.

Training Program—a course of study, usually covering needed skills, content learnings and attitude changes.

Sample Forms

1. ATTITUDE SCALE

The attitude scale is mentioned frequently in this guide as a means of determining attitude—happiness or unhappiness—about training programs. Research shows that the better the attitude, the more likely that learning will take place.

By the use of the attitude scale constructed specifically for school food training use, feelings about training programs can be made more objective, perhaps more expressive and certainly less ambiguous. By the use of this statistically sound attitude scale, it is possible to add Mrs. Smith's opinion to Mr. Brown's opinion and come up with an average score for a training program.

The scale is so worded that it can measure attitude at the beginning of a training program or at the end. At the end of the program, it can be compared to the score at the beginning to note any change in attitude as a result of the program.

A group attitude scale score lower than 14 (see *How To Use The Scale*, below) indicates that the average participant doesn't think very highly of training programs. An individual who checks several items lower than 10 or 11 (midpoint on the scale) is quite unhappy about training programs.

If we measure attitude accurately, we have a composite judgment on which to base future planning and against which to measure changes in group or individual learning. The attitude scale is also useful in measuring which techniques or methods give best results in teaching.

Its simplicity is a major factor in the use of the attitude scale. Anyone can use it, but only one person should administer it to a group, for it is sufficiently sensitive to reflect the least bit of influence of the one administering it.

A good climate for learning should be reflected in high attitude scale scores regarding school food training programs.

**A Scale for Measuring Attitude
Toward Training Programs**

Instructions: Please check the statements that best express your feelings about school food training programs.

SCHOOL FOOD TRAINING PROGRAMS

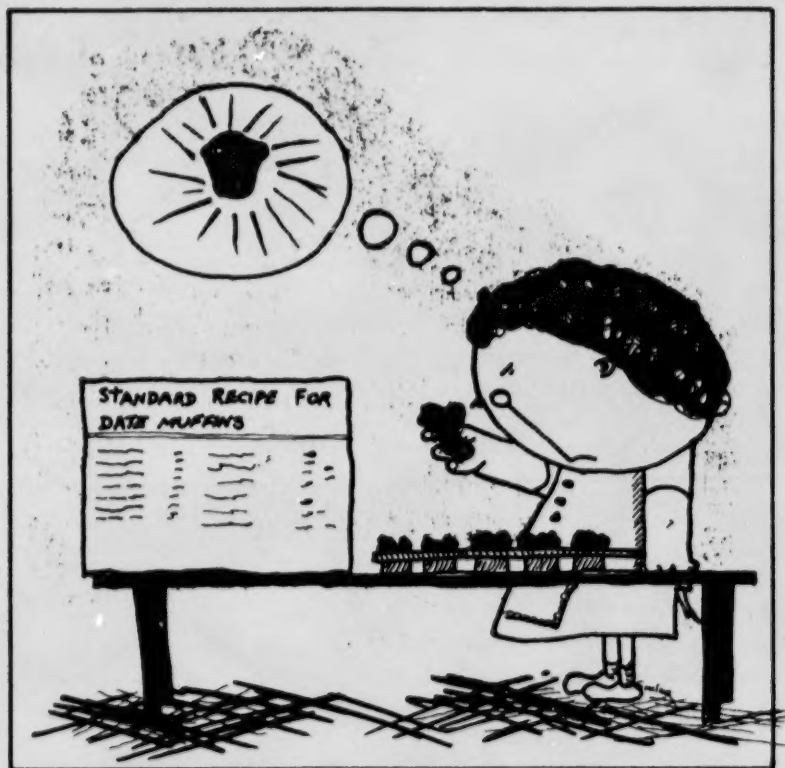
1. Are a waste of time	(1.581)
2. Are poor	(1.657)
3. Are not worthwhile	(1.694)
4. Teach nothing new	(2.187)
5. Are just so much talk	(2.264)
6. Are narrow in scope	(3.117)
7. Present materials haphazardly	(3.277)
8. Spend too much time on individual problems	(4.187)
9. Are too general in nature	(4.333)
10. Are partly good and partly dull	(6.404)
11. Are neither good nor bad	(6.441)
12. Are mostly what I like	(7.000)
13. Include some information I can use	(7.071)
14. Include the help I need	(9.823)
15. Are helpful experiences	(9.833)
16. Help me to accomplish more in my work	(10.456)
17. Inspire me to do a better job	(10.812)
18. Help me to gain immensely in my knowledge	(11.137)
19. Include exactly what I need	(11.242)
20. Are excellent courses of training	(11.375)

How To Use The Scale

Copies of the scale are distributed to participants and each is asked to check only those statements that describe most accurately his or her personal reaction to the total activity. The recipients should be reminded to read all of the statements before checking. It is best for only one person to administer the scale, rather than have the group broken down into subgroups with several people doing it. The less said to influence the thinking of the participants, the better.

To calculate the score, merely count the number of times each statement is checked and then multiply that figure by its median value. Get the total for the median values and divide that figure by the total number of checks. This gives the average value per check. If the checks are very widely scattered, it would be more accurate to determine the median values of the statements selected.

NOTE: When making copies for the participants to use, do not include the median values of each statement. They are only for your use in determining the average (or median) score.



2. STIMULUS PICTURE

The stimulus picture is another instrument for measuring individual attitudes. Though not statistically constructed, it is also accurate. The stimulus picture presents a situation about which the interviewee may have strong feelings. Comments are encouraged and these are recorded and compiled. It would seem easier to discuss a stimulus picture on the job than to check an attitude scale, if one is interested in determining attitude regarding training, for instance. Attitudes toward the function of the school food and nutrition supervisor, the use of work schedules or any other subject, could be determined by the use of the stimulus picture.

From the information gained through the use of stimulus pictures the supervisor may obtain clues as to what approach should be used toward a subject. Does the manager strongly dislike work schedules or standard recipes? Why? Perhaps they are considered impractical.

How To Use The Stimulus Picture

The stimulus picture calls for a response. The example illustrated, showing the use of a standard recipe with poor results, suggests various questions and answers. The supervisor might question the manager as follows.

"This employee followed a standard recipe. Excellent muffins were visualized but poor ones resulted. What do you suppose happened?"

If the answer is, for instance, "The employee should have used a familiar recipe, not the standard recipe," then the supervisor may conclude that the manager does not hold standard recipes in very high regard. Claims that standard recipes are used in this kitchen may be discounted.

On the other hand, the answer might be, "The employee didn't follow directions or maybe measured wrong. If the recipe had been followed exactly, good muffins would have resulted." The supervisor can then assume the manager believes in standard recipes and uses them in the kitchen.

This simple test gets around lip service. The example shows how to elicit a manager's or employee's true feelings about standard recipes. It also tells the supervisor how to approach current problems. After asking managers and cooks such questions as they view the picture, the supervisor can easily decide upon the topic of the monthly meeting.

Magazine illustrations, advertisements, newspaper photos and promotional materials can be clipped for use as stimulus pictures. A school art teacher might be asked to produce pictures illustrating situations the supervisor wants to test. Using stimulus pictures can be worth the effort.

3. FELT NEED QUESTIONNAIRE

Identifying the needs of school food service personnel is an objective of sufficient importance to demand careful evaluation and research techniques. In some instances, relatively informal exploratory devices will serve; others may require more formal studies. Felt needs of the participants must be combined with the felt needs of leadership before decisions regarding content can be made.

Felt Need Questionnaire

Instructions: Indicate your feelings toward each question by checking either yes or no as appropriate.

QUESTION	YES	NO
1. Have you evaluated your previous training program?		
2. Were these evaluations adequate?		
3. Do you recognize a need for incorporating effective evaluation into your training programs?		
4. Is this a major need?		
5. Have you previously regarded administrative review as a means of evaluation?		
6. Have today's sessions increased your interest in the topic of evaluation?		
7. Has the conference thus far created a desire for further information regarding evaluation?		
8. Did you obtain a better understanding of evaluation from today's sessions?		
9. Have you made use of the results obtained from evaluation?		

How To Use The Felt Need Questionnaire

One informal instrument is the felt need questionnaire. This instrument should be given to the participants without any comments which might influence responses. A special plea should be made for frankness in the responses. Responses (the number of yes and no answers) may be compiled and a composite picture of the participant's so-called needs may be made. Please remember that we all limit our needs to what we know about. Any information from a felt need questionnaire should be viewed within what might be a rather narrow sphere of understanding.

4. SEMANTIC DIFFERENTIAL SCALE

Semantic Differential Scale

Instructions: Place one (and only one) check for each statement under the column which best expresses your attitude.

STATEMENT	Agree Strongly (20)	Agree (15)	Don't Know (10)	Disagree (5)	Disagree Strongly (0)
1. The establishment of bench marks is the most important activity in pre-planning workshops.					
2. Preliminary information is most valuable when it includes the acquisition of bench marks.					
3. Preplanning insures a successful workshop.					
4. Reliable evaluation after a workshop is dependent upon evaluation findings before the workshop.					
5. The best method of obtaining information before a workshop is by means of a written questionnaire.					
6. Findings are worthless without proper interpretation.					
7. Sufficient reading material was sent to you in advance of this conference.					
8. Material received prior to conference was helpful during the conference.					

How To Use The Semantic Differential Scale

This instrument has the advantage of the attitude scale in that a numerical value can be placed on responses. Ask each participant to place a check in the box most nearly expressing his or her response to the statements at the left.

Gather the response sheets and if possible leave a carbon copy with the participant. He or she will be able to compare it to the group profile later.

The average value of each statement is determined by counting the number of times each value was checked for statement one, for instance. The number of times 20 was checked is multiplied by 20, 15 by 15, etc. The total of all values is then divided by the total number of checks in order to determine the average value of each check for statement one. The average value for each statement may be plotted on graph paper (include fractions). The profile line is drawn from one dot to the other, and shown to the group by means of the opaque projector.

5. END OF MEETING REACTION SLIP

End of Meeting Reaction Slip

What do you think of this conference? Feel free to criticize or comment on any and all aspects of the program. Your frankness will be appreciated. Do not sign your name.

1. Did the conference meet your specific needs? ☐ Yes ☐ No
(If not, state why.)
-

2. Did the conference fulfill its objectives? ☐ Yes ☐ No
(If not, where did it fail?)
-

3. Comment on the facilities used for this conference.
-

4. Comment on the conference staff.
-

5. What did you especially like about the conference?
-

6. What do you consider its weak points?
-

7. Evaluate this conference. (check one)

☐ Very Valuable ☐ Valuable ☐ Don't Know ☐ Little Value ☐ No Value

How To Use The End of Meeting Reaction Slip

This instrument should be distributed at the close of a session. Participants are asked to write in their answers to the questions asked. Opinions cannot be totaled. By looking at all of the answers to each question, the leader may obtain some clues as to group responses.

Warnings should be given that there should be no comparing of notes in writing the answers.

6. END OF MEETING REACTION SLIP

End of Meeting Reaction Slip

What do you think of this training program? Feel free to comment on any or all aspects of the program. Your frankness and sincerity will help in planning for future training programs. Do not sign your name.

-
1. Did the training meet your needs? ☐ Yes ☐ No
(If not, state why.)

-
2. Did the training program fulfill its objectives? ☐ Yes ☐ No
(If not, where did it fail?)

-
3. Was the training program well scheduled and efficiently run? ☐ Yes ☐ No
(If not, why not?)

-
4. Comment on the facilities used in the training program.

-
5. What did you especially like about the training program?

-
6. What do you consider its weak points?

-
7. Evaluate this training program. (check one)

☐ Very Valuable ☐ Don't Know ☐ No Value
☐ Valuable ☐ Little Value

-
8. Position (check one)

☐ Manager ☐ Assistant ☐ Principal ☐ Other

7. CONTENT TESTS

Tests establish whether conferees have acquired an understanding and appreciation of subject matter. Such a test will not only reveal what the students know about this subject, but will also indicate whether training program objectives have been met.

How To Use The Sample Content Tests

Allow from one-half to one hour for the written examination. The test should either cover specific subjects in detail or broadly survey all major units taught during the session. Questions should relate only to subject matter actually presented during the training program. Accordingly, such a quiz is most appropriate when prepared by the staff themselves. However, in order to help depict different techniques that may be incorporated into such an examination, examples of various types of questions have been included for convenience. Obviously, the style or type of questions employed in such tests will depend to a large degree upon one's personal preferences as well as upon the educational level of the workshop conferees. The amount of energy spent in test preparation is another basic factor in developing effective questionnaires. It takes time to prepare a good test.

Sample Content Test

- A. **Thought (or Discussion) Questions.** These require the ability to express one's thoughts clearly in writing using complete sentences. For example:

Answer the following questions with complete statements.

1. What is the purpose of the lunch pattern?
2. What are the basic goals in planning lunches?

- B. **Descriptive Questions.** These require each person to recall from memory short answers usually of a descriptive nature. Sample questions follow.

Provide brief answers to the following questions.

1. List the four basic components of the school lunch.
2. Name three foods that are a good source of vitamin A.
3. Name three foods that are a good source of vitamin C.
4. List five foods that can be served as additional or extra foods to meet energy requirements.

- C. **True or False Questions.** These merely require the individual to make a judgment as to the correctness of a sentence. For example:

Indicate whether each statement is true or false. If any part of the statement is wrong, the entire statement must be regarded as false. Circle the correct answer.

- | | | |
|----|----|--|
| T. | F. | 1. Milk helps to improve the protein content of the lunch. |
| T. | F. | 2. Rice may be used to meet the vegetable and fruit requirement of the lunch. |
| T. | F. | 3. Two biscuits are needed to meet the bread requirement of the lunch. |
| T. | F. | 4. Butter used in the preparation of foods may be counted toward meeting minimum lunch requirements. |
| T. | F. | 5. One egg meets the protein-rich food requirement of the lunch. |
| T. | F. | 6. Only recipes from the USDA Recipe Card File are used in preparing lunches. |
| T. | F. | 7. Protein-rich foods generally are the least expensive component of the lunch. |
| T. | F. | 8. A vitamin C-rich food should be on the menu daily. |

- T. F. 9. A vitamin A-rich food should be offered at least twice a week.
- T. F. 10. Menus preferably should be prepared on a day-to-day basis.

D. **Matching Questions.** This style calls for the matching of like or related items to one another, or the placing of listed items under appropriate headings. Examples of each type are shown below.

1. Which of the following foods is the best source of each of the nutrients listed? Turkey, Liver, Oranges, Milk, Sweet Potatoes
 - a. Calcium _____ c. Iron _____
 - b. Protein _____ d. Vitamin A _____
 - e. Vitamin C (ascorbic acid) _____
2. Classify the following foods according to what each would contribute to the lunch pattern. Remember that some of the foods listed will contribute to specific parts of the lunch pattern, while others will contribute only calories and bulk. Place each food item under the appropriate heading.

1. Spaghetti	9. Applesauce	17. Peanut Butter
2. Ham	10. Green Peas	18. Onions
3. Whipped Cream	11. Eggs	19. Ice Cream
4. Raisins	12. Cottage Cheese	20. Lemon Gelatin
5. Hot Dogs	13. Pumpkin	21. Mayonnaise
6. Cranberry Sauce	14. Chicken	22. Bacon
7. Canned Tuna	15. Corn on the Cob	23. Crackers
8. Cabbage	16. Dried Beans	24. Rice

Protein-rich Foods	Fruits or Vegetables	Additional Foods (For Energy Needs)

E. **Multiple Choice Questions.** This technique allows the participant to select the correct answer from several choices. (At least four choices should be offered for each question.) There is also a negative variation of the multiple choice question. Both types are shown below.

1. Select the correct answer for each of the following statements.

- a. Bread is said to be enriched when it comes from
 - (1) Whole wheat flour.
 - (2) Whole wheat flour to which carbohydrates have been added.
 - (3) Flour to which vitamins and minerals have been added.
 - (4) White flour to which protein has been added.
 - (5) A mixture of whole wheat and bleached white flour.
- b. The most nearly perfect food is
 - (1) Milk (2) Bread (3) Meat (4) Butter (5) Eggs
- c. When adding a vitamin C-rich food to this lunch (Fish Croquettes, Scalloped Potatoes, Corn Muffins, Lemon Mousse, Milk, Butter), which vegetable would you serve?
 - (1) Whole kernel corn (3) Pickled beets
 - (2) Broccoli (4) Cauliflower
- d. Which of the following foods are considered additional food in a lunch and not food to meet the lunch requirements?
 - (1) Pickles, noodles, crackers
 - (2) Swiss chard, squash, celery, cabbage
 - (3) Roast beef, pork luncheon meat, liver
 - (4) Butter, cheese, milk
 - (5) Enriched bread, muffins, biscuits
- e. Which of the following instructions are correct for preserving the vitamins and minerals in vegetables?
 - (1) Cook the vegetables just a little beyond the well done stage.
 - (2) Cook the vegetables in as little water as possible.
 - (3) Always pare vegetables before cooking them.
 - (4) Add butter and salt early in the cooking process.
 - (5) Start vegetables in fresh cold water.
- f. Which of the following desserts would be best to serve with this menu (Macaroni and Cheese, One-half Deviled Egg, Buttered Spinach, Milk, Bread, Butter)?
 - (1) Baked Custard (4) Fresh fruit cup
 - (2) Frosted caramel cake (5) Enriched bread pudding
 - (3) Chocolate pudding

2. Select the one food item from each group which does not belong with the other three.

- a. Peaches, blueberries, coconut, bananas
- b. Hamburger, cheese, macaroni, dried beans
- c. Cheese, jelly, honey, syrup
- d. Pineapple, peanut butter, applesauce, plums
- e. Corn, tomatoes, onions, hominy grits
- f. Ham, eggs, milk, tuna fish
- g. Cabbage, rice, green peas, string beans

F. **Completion Questions.** Such questions require the student to fill in a missing blank with the correct word, or to add additional information to an incomplete answer. Examples of both types follow.

1. Complete the following sentences

- a. The required serving of _____ in a school lunch is one-half pint.
- b. The protein-rich food requirement may be met by serving _____ ounces of a cooked lean meat.
- c. Four _____ of peanut butter fulfill the protein-rich food requirement of a lunch.
- d. Protein-rich food requirements for a nine to 11 year old may also be met by serving _____ cup of cooked dry beans.
- e. One slice of whole grain or _____ bread meets the bread requirement in a lunch.

2. Each of the following menus is deficient in one or more components necessary to meet the requirements of the lunch pattern. Add the food(s) in sufficient quantity to complete the pattern for each menu.

- | | |
|--|--|
| <ul style="list-style-type: none"> a. 2 oz. cooked ground beef $\frac{1}{4}$ cup tomatoes $\frac{1}{2}$ cup fluffy potatoes 1 tsp. butter | <ul style="list-style-type: none"> d. 1 oz. canned tuna fish $\frac{1}{2}$ cup carrot sticks 1 tsp. butter $\frac{1}{2}$ pint milk |
| <ul style="list-style-type: none"> b. $\frac{1}{2}$ cup cooked dry beans $\frac{1}{4}$ cup fruit salad 1 square cornbread $\frac{1}{2}$ pint milk | <ul style="list-style-type: none"> e. 2 tbsp. peanut butter $\frac{1}{4}$ cup tomatoes $\frac{1}{4}$ cup bananas 1 hot roll |
| <ul style="list-style-type: none"> c. 1 oz. sliced cheese $\frac{1}{2}$ hard cooked egg $\frac{1}{4}$ cup green salad 1 slice bread | <ul style="list-style-type: none"> f. $\frac{1}{2}$ deviled egg 1 slice bread $\frac{1}{4}$ cup applesauce $\frac{3}{8}$ cup potato salad |

Sample Content Tests—Forms A and B

To measure knowledge or understanding acquired in a particular session, two different forms of the same test may be given. These are referred to as Form A and Form B.

The difference between Form A and Form B of any content test is that the same subject matter is covered by a different method or presentation.

It should not be recognized as the same test by the trainee. A different order of material as well as a different test form should be used.

FORM A—EXAMINATION OF PLANNING WORK SCHEDULES

Read each statement carefully and decide whether it is true or false. If any part of the statement is incorrect, the entire statement is false. Circle the answer in front of each question.

- T. F. 1. One purpose of work planning is to get tasks done with the least effort.
- T. F. 2. Good work organization guarantees maximum nutritive value in food preparation.
- T. F. 3. Work deadlines are of little importance in the preparation of food in large quantities.
- T. F. 4. Monthly work plans are more efficient than daily work plans.
- T. F. 5. Careful planning and scheduling of jobs will help increase worker efficiency.
- T. F. 6. Who, What, Where and When are important considerations in preparing work schedules.
- T. F. 7. The work schedule should be given to the employee or posted where it can be easily checked.
- T. F. 8. Work schedules should be prepared in writing.
- T. F. 9. A work schedule contains the detailed breakdown of the job to be done.

FORM B—EXAMINATION OF PLANNING WORK SCHEDULES

Read each statement carefully and then select the one answer which best applies to the statement. Circle the correct letter.

1. Which of the following is **not** a purpose of work schedules?
 - a. To get tasks done with maximum efficiency
 - b. To get tasks done in the shortest time
 - c. To get tasks done with the least effort
 - d. To get tasks done most skillfully
 - e. None of the above
2. Good work organization in food preparation
 - a. saves time and energy.
 - b. improves work habits.
 - c. gives the best worker the most work.
 - d. prevents food waste.
 - e. does none of the above.
3. Deadlines for the preparation of food for school
 - a. cannot be determined.
 - b. help to increase worker efficiency.
 - c. complicate quantity food preparation.
 - d. improve techniques of food preparation.
 - e. do none of the above.
4. The most essential work schedule in food preparation is the schedule that is made
 - a. daily
 - b. monthly
 - c. for the term
 - d. for the entire year
 - e. none of the above
5. Worker efficiency is **not** obtained by
 - a. allocation of specific job assignments
 - b. close supervision
 - c. planning time schedules
 - d. listing all jobs in proper sequence
 - e. none of the above
6. Which of the following is **not** a primary consideration of work schedule planning?
 - a. What
 - b. When
 - c. Where
 - d. Who
 - e. Why
7. Work schedules should
 - a. be neatly typed
 - b. be kept on the manager's desk

- c. be posted for all
 - d. be available upon request
 - e. none of the above are reasonable
8. Work schedules are best
- a. when put into writing
 - b. when given orally
 - c. when posted in September for the year
 - d. when filed daily
 - e. none of the above are desirable
9. Which of the following should **not** be included in work schedules?
- a. Worker's title
 - b. Worker's name
 - c. Time allocated for each job
 - d. Specific job to be done
 - e. Location of ingredients
 - f. All of the above should be included

Answers To Examinations—Forms A and B

FORM A

- 1. True
- 2. False
- 3. False
- 4. False
- 5. True
- 6. True
- 7. True
- 8. True
- 9. False

FORM B

- 1. d. to get tasks done most skillfully
- 2. a. saves time and energy
- 3. b. help to increase worker efficiency
- 4. a. daily
- 5. b. close supervision
- 6. e. why
- 7. c. be posted for all
- 8. a. when put into writing
- 9. d. location of ingredients

8. INTERVIEW GUIDE

The success of the oral interview is dependent on (1) establishing full rapport between the interviewer and the person being interviewed and (2) asking meaningful questions.

Rapport is many things. It is a friendly smile; it is a gentle approach. It is sensitivity to a thought which the person being interviewed may be hesitant to express. If you are both the teacher and the interviewer, will the person being interviewed be frank enough to say you did a bad job? It is up to the interviewer to build in this kind of assurance if the interview is to have meaning in terms of honest answers.

But honest answers can be obscured by poor questions. Even before the questions are asked at the time of the interview, you must have first asked yourself, "What do I need to know?" If this question is answered with precision before the interview takes place, you should be able to design questions which will provide the answers you want to know. But be careful. The apparent answers to questions are tricky.

INTERVIEW GUIDE

INSTRUCTIONS Ask each alphabetical question. Check the appropriate reply (Yes, No or Don't Know). If the reply has a numbered footnote beside it (1/, 2/, etc.), then get additional information by asking the numbered question and recording the reply.

- A. Did you enjoy this demonstration? ☐ Yes ☐ Don't Know ☐ No¹

1. What seemed to annoy you?

- B. Did the Instructor build in evaluation? ☐ Yes² ☐ Don't³ Know ☐ No³

2. Do you believe enough evaluation was built in? ☐ Yes ☐ Don't³ Know ☐ No³

3. What else might have been done?

- C. Do you feel mashed potatoes was a good selection as one of the vegetables in the demonstration? ☐ Yes⁴ ☐ No⁴

4. Why?

- D. Do you feel string beans was a good selection as one of the vegetables in the demonstration? ☐ Yes⁵ ☐ No⁵

5. Why?

- E. What other vegetable could have improved your understanding of the demonstration?

(Record names of vegetables and give reasons for choice.)

VEGETABLE	REASON FOR CHOICE
1.	1.
2.	2.
3.	3.

9. TEACHER'S CHECKLIST

In planning this training program, have we	YES	NO
1. Decided upon the goals so that we can		
a. plan the content to be covered?		
b. evaluate in terms of these goals?		
2. Determined the best time?		
3. Planned a coordinated program?		
4. Chosen a location which is best for all?		
5. Decided on how it will be financed?		
6. Made definite plans for creating and maintaining good		
a. physical climate for learning?		
b. psychological climate for learning?		
7. Developed the best grouping for learning?		
8. Decided on the content which		
a. will not repeat other training programs?		
b. includes some felt needs of participants and staff?		
c. will challenge the participants but not discourage them?		
9. Thought in terms of the best staff to do the particular jobs we have in mind?		
10. Decided upon the techniques and devices which		
a. are most effective for the content we are teaching?		
b. are most effective for the size group?		
c. are most effective for the time of day?		
d. offer the best variety?		
11. Planned for the development of leadership, knowing that this may be as important in overall program growth as the content we are offering?		
12. Planned for evaluation which is tailored		
a. for before the training program?		
b. for during the training program?		
c. for after the training program? —and most important of all—		
d. for THIS particular training program?		

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